

## Social Studies - Grade 2

### UNIT I: You Can Be a Geographer

**Goal:** Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Objectives - Students will demonstrate the ability to:

- a. Identify the characteristics and purposes of maps, globes, and other geographic tools.
- b. Construct and interpret maps to locate and describe places using relative distance and map elements (including a title, simple grid systems, cardinal directions, compass rose, border, author, date and symbols explained in a legend/key ).
- c. Apply knowledge of cardinal directions (north, south, east, west) to locate places on a map and globe.
- d. Recognize that a map is a view from above; use a map and a globe to locate and identify continents, oceans, the equator, and the Southern and Northern hemispheres.
- e. Describe and classify physical and human-made features of places and regions.
- f. Compare and contrast urban, suburban, and rural environments.
- g. Explain why some places are better than others for specific human activities.
- h. Recognize the relationship between their community, Howard County, Maryland, the United States, and North America.
- i. Identify a region as an area with one or more common geographic features.
- j. Recognize that the fifty states have unique physical and human-made features, and identify the factors that affect where people settle.
- k. Describe how transportation and communication networks link communities.

### UNIT II: People and Places in the United States

**Goal 1.** Students will understand the historical development of fundamental concepts of authority, power and influence and the democratic skills and attitudes necessary to become responsible citizens.

Objectives - Students will demonstrate the ability to:

- a. Interpret fiction and non-fiction texts about people, places, and events related to the American political system.
- b. Identify and explain the principles of the United States government expressed in stories, songs, poems, symbols, and landmarks (US flag, liberty bell, statue of liberty, eagle, pledge to the flag, monuments ).
- c. Identify how individuals have contributed to the community.
- d. Identify landmarks of our national capital and state capital.
- e. Explain the importance of civic participation as a citizens of Maryland and the United States.
- f. Identify the purpose and process of voting.

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### UNIT III: Econ and Me

**Goal:** Students will develop an understanding of economic reasoning, principles, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Objectives - Students will demonstrate the ability to:

- a. Distinguish between goods and services.
- b. Give examples of the specialized work that people do in a community.
- c. Identify and classify economic resources (natural, capital, and human) in the production process.
- d. Identify economic wants for goods and services and explain how limited natural, human, and capital resources require people to make choices.
- e. Explain that the price is what a seller charges and what a buyer pays for a good or service in the market place.
- f. Identify the opportunity costs of economic decisions made about goods and services.
- g. Explain the costs, benefits, and consequences of personal spending and saving choices.
- h. Describe major kinds of economic activity in a community.